

Literacy

PERKS

Aligned Curriculum
Multiple Assessment
Instruction & Intervention
Literate Environment
Partnerships
Professional Development
Literacy Team
Valuable Resources
Literacy Plan

includes reading, writing, and the creative and analytical acts involved in producing and comprehending text.



Literacy PERKS

PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS

PROFESSIONAL DEVELOPMENT

PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS (PERKS)

Literacy PERKS on the Nine Elements of Comprehensive Schoolwide Literacy Programs

- **Defining Literacy** - Literacy includes, reading, writing, and the creative and analytical acts involved in producing and comprehending text. --from *Read to Succeed: Kentucky's Literacy Plan*, developed by the Kentucky Literacy Partnership, June 2002
- **Using Literacy PERKS** - Literacy PERKS is designed for use by school, district, and state-level reviewers. While the Nine Elements relate to the Standards in Kentucky's *Standards and Indicators for School Improvement*, the indicators below each Element do not correspond to the SISI indicators. At the school level, the best use of Literacy PERKS occurs when Literacy Team members (see section seven) complete the review and use the results to develop a schoolwide literacy plan (see section nine).
- **Identifying Data Sources** - For the supporting data cells, consider the following data sources:

DATA SOURCES	DATA SOURCES	DATA SOURCES
I&I - Implementation & Impact Check Plans CI - Curriculum and Instruction Documents OB - Classroom &/or Laboratory Observation PO - Supply Requisitions & Purchase Orders CP - Sch./Dist. Comprehensive Improvement Plan TI - Textbook and Other Instructional Materials	INT- PR, T, P, S, C, O - Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview DPT - Departmental Meeting Notes, Minutes, Agendas IEP, 504, ESS, G/T - Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans SE - Student Evaluations of Teachers and Course	PORT - Portfolio Analysis CATS - Assessment Results SW - Student Work SYL - Course Syllabi WEB - School Websites LP - Lesson Plans PSP - Program Service Plan

- Use the following abbreviations to indicate progress: **SP** (Satisfactory Progress), **IN** (Improvement Needed), **NS** (Not Satisfactory)
- **Connecting to Kentucky Documents** - The Nine Elements of Comprehensive Schoolwide Literacy Programs connect to the Standards in Kentucky's *Standards and Indicators for School Improvement* and to the Conditions for Reading Success in *Read to Succeed: Kentucky's Literacy Plan*.

ESSENTIAL ELEMENTS of Comprehensive Schoolwide Literacy Programs	STANDARDS Standards and Indicators for School Improvement	CONDITIONS FOR READING SUCCESS Read to Succeed: <i>Kentucky's Literacy Plan</i>
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Aligned Curriculum	ACADEMIC PERFORMANCE Standard 1 – Curriculum: The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.	Content area reading instruction in all academic areas (#3).
Multiple Assessments	Standard 2 – Classroom Evaluation/Assessment The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.	Early diagnosis and evaluation with appropriate individual intervention for students who struggle with reading at all levels (#2).
Instruction and Targeted Intervention	Standard 3 – Instruction The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.	Engaging instruction in a supportive environment that will motivate students to achieve and to value education (#6).
Literate Environment	LEARNING ENVIRONMENT Standard 4 – School Culture: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.	Acknowledgement & ownership by communities of the importance of reading that leads to high literacy attainment as a means to improve quality of life (#4).
School/ Family/Community Partnerships	Standard 5 – Student, Family, and Community Support The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.	Supportive, participating families that value reading (#1).
Professional Development	Standard 6 – Professional Growth, Development, & Evaluation The school/district provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning	Well prepared and supported teachers at all levels who have a deep understanding & knowledge of the latest research & processes needed to teach students to read in all content areas (#7).




ESSENTIAL ELEMENTS of Comprehensive Schoolwide Literacy Programs	STANDARDS Standards and Indicators for School Improvement	CONDITIONS FOR READING SUCCESS Read to Succeed: <i>Kentucky's Literacy Plan</i>
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Literacy Team	EFFICIENCY Standard 7 – Leadership School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.	Leadership and policy direction at all levels that support reading and lead to high literacy attainment for all Kentuckians (#8).
Valuable Resources	Standard 8 – Organizational Structure and Resources The organization of the school/district maximizes use of time, all available space, and other resources to maximize teaching and learning and support high student and staff performance.	Adequate time devoted directly to the teaching of reading (#5).
Literacy Plan	Standard 9 – Comprehensive and Effective Planning The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.	




Continue

Literacy PERKS : Professional Development

SISI Standard 6 – Professional Growth, Development, & Evaluation: The school/district provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning. While Professional Development relates to SISI Standard 6, the indicators below do not correspond directly to the SISI indicators.	Conditions for Reading Success #7: Well-prepared and supported teachers at all levels who have a deep understanding & knowledge of the latest research & processes needed to teach students to read in all content areas.
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PROFESSIONAL DEVELOPMENT Indicators <i>Provide data that indicate the extent to which . . .</i>	SCHOOL DATA SOURCES	RESOURCES
6.1 adequate time and financial resources support professional development experiences.		Grants
6.2 administrators demonstrate instructional leadership by participating in and supporting literacy professional development efforts.		  Organizational Support Interviews:MontgomeryCo.
6.3 analysis of student work/performance , in relation to state standards, is a key facet of professional development.		 Writing Portfolio Analysis Interview:Montgomery Co.

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6.4 the design of the professional staff development experiences is based on data that reflects school-wide and individual needs and relates to the aligned curriculum.		Closing the Achievement Gap   Interviews:MontgomeryCo.
6.5 includes an evaluation component, encouraging reflection, to determine accountability and effectiveness of implementation of literacy practices.		 Interview: Montgomery Co.
6.6 Literacy Team Leaders/members ensure that the school's professional development is focused and intentional.		
6.7 Literacy Team Leaders/members seek professional development through membership in professional organizations.		Professional Organizations
6.8 Literacy Team Leaders/members facilitate and organize the school's literacy professional development.		The Collaborative for Teaching and Learning
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6.9 Literacy Team Leader reports to an administrator and the SBDM council on effectiveness of professional development as it meets students' needs.		
6.10 professional development experiences are differentiated so that learning experiences build upon the teacher's current knowledge, skills, and interests as reflected in their Professional Growth Plan.		The Collaborative for Teaching and Learning
6.11 professional development fulfills the KDE Professional Development Standards.		Organizational Support Other Resources
6.12 practical application opportunities allow teachers to use professional literature, media, and technology resources to access further knowledge.		The Collaborative for Teaching and Learning

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6.13 teachers participate in professional development experiences to learn about multiple approaches for meeting individual student's literary needs (e.g. balanced literacy , differentiated instruction , multicultural /multilingual education practices , and equitable assessments).		Help Kit for Multicultural Teaching
6.14 teachers use collaborative time for grade-level and/or content-area follow-up conversations about professional development sessions.		
6.15 a varied and full range of professional development experiences (e.g., workshops, action research, study groups, conferences, demonstration lessons), coupled with clear goals and objectives, are used to improve literacy instruction.		The Collaborative for Teaching and Learning

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